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ABSTRACT

The paper describes a career program to develop academic, social, and attitudinal skills in secondary level learning disabled students. The program philosophy focuses on the development of appropriate personal social skills, independent living skills, and career awareness through occupational guidance and preparation. The career education program takes place in four stages: career academics, career experiences, career training, and career preparation or implementation. Criteria for a vocational assessment program and objectives for individualized vocational training are outlined. A high school special education vocational program is briefly described, and various vocational training sites are considered. Also presented are lists, of the roles and responsibilities of the individualized vocational teacher, the prevocational evaluator, and the vocational consultant. (SW)

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CEC's 62nd Annual Convention

Form II
Participant Information

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Date Submitted: June 10, 1983

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Provide below a statement as to proposer's role in the program and, if applicable, indicate other participants' name, address, phone number, employers' and their program role (e.g., session leaders, participant, major presenter, discussant, etc.).

TITLE: IMPLEMENTING A COMPREHENSIVE SECONDARY CAREER/VOCATIONAL PROGRAM MODEL FOR LD ADOLESCENTS: CAREER OPPORTUNITIES

A workshop approach will be used to present a model for secondary level career/vocational development programming. Direct approaches to career exploration and preparation are offered through a variety of components in the career program. Creative methods and materiels for career, and vocational assessment, curriculum for career courses, vocational training and inservice programs for parents provides the LD student, parents and staff with many options in which to develop a realistic "career planning package". Workshop uses multi-media presentation, audience participation and materials. Resource handouts available. Appropriate for teachers, administrators, students and parents.

Session Leader: Anthony T. Minotti - Supervisor of Special Education - Danbury, Conn.

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PROGRAM PHILOSOPHY

The philosophy of the program is to prepare students with the academic social and attitudinal skills necessary for independent living and making sound career decisions.

The Career Assessment Lab is a comprehensive process that utilizes work, real or simulated as the focal point for evaluation. The comprehensive career assessment incorporates medical, psychological, social, vocational, cultural, and economic data. Using all the data available, the goal of the Career Assessment Lab is to assist students in achieving their highest level of career potential.

Through small group instruction and a multi-disciplinary approach students are assisted in developing a positive self-awareness, appropriate social interaction, decision making skills, and the realistic matching of interests and abilities to potential careers. Through on-the-job training experiences students are provided general and vocational training, job information, and the development of attitudes about the personal, psychological, social and economic significance of work.

The program philosophy is carried out through the implementation of the following general goals and objectives:

1. To develop appropriate personal social skills.
2. To develop independent daily living skills.
3. To develop career awareness through occupational guidance and preparation.

Within each general goal are a number of intermediate specific objectives which pertain directly to the activities carried on within the career classes and during on-the-job training experiences.

1. To develop appropriate personal social skills.

   a. Attaining a realistic understanding of oneself. (interests, abilities, emotions, etc.)

   b. Developing a positive self concept.

   c. Desiring and achieving socially responsive behavior.

   d. Choosing, developing and maintaining appropriate interpsersonal relationships.

   e. Achieving independent functioning.

   f. Making good decisions, problem solving.

   g. Communication appropriately with others.

These specific objectives are carried out by counseling and classroom instruction by the career education teacher, weekly group discussions conducted by the school psychologist and induvidual counseling by the school social workers. Students are helped to assess individual strengths and weaknesses through peer interaction and staff support.

The students are assisted in seeing themselves as adults and the responsibilities that go along with being an adult in our society. Decisions are made on a group basis with constant teacher support.

2. To develop independent daily living skills.

   a. Managing family finance.

   b. Caring for and repairing home furnishings and equipment.

   c. Caring for personal needs (grooming, hygiene, housing, etc.)

   d. Raising children/family living.

   e. Engaging in civic activities (understanding laws, voting privileges, etc.)

f. Utilizing recreation and leisure time.

g. Moving about the community (mobility).

These specific objectives are carried out by the career education teacher in close cooperation with parents. Ongoing communication is achieved through monthly newsletter, quarterly evaluation forms, and parent conferences. Skills learned in the school setting are carried out in the community.

3. To develop career awareness through occupational guidance and preparation.

a. Knowing about and exploring job possibilities.

b. Selecting and planning the most appropriate occupational choices.

c. Exhibiting the necessary work habits in the competitive labor market.

d. Developing the necessary manual skills and physical tolerances required in the competitive labor market.

e. Obtaining a specific and salable entry level occupational skill.

f. Seeking, securing and maintaining jobs appropriate to level of abilities, interests, and needs.

These objectives are carried out by the career special education teacher, special educatior work-study counselor.

PROGRAM DESCRIPTION:

The population served in the Career Education Program consists of students with learning disabilities. Intellectually they include students with average intellect and those whose intelligence falls in the near average range. These students lack age appropriate social skills and have a long history of failure in the academic setting. They are often full of self doubts and have specific trouble with perception or information processing. Students are recommended for Career Education classes and Vocational Training through a Planning and Placement Team meeting and each student has a career oriented individual education plan (I.E.P.).

The Career Education Program takes place in four stages with movement from one stage to the next on a highly individualized basis. The program is available for students in grades 10-12 whose I.E.P.'s stress strong career oriented objectives.

Phase I: Career Academics refers to developing occupational competences through related academic information and learning experiences. Career academics include career english, career math, career social studies and career science. These academic subjects are taught during one half of the school day and students may be enrolled in from one to all of these subjects. They are taught through small group and individual instruction in the classroom, and utilize a variety of community resources.

Phase II: Career Experiences refers to actual school on-site and off-site employment of students. On-site meaning the student's home school and off-site being a school or city department within the district. Students in this phase of career education are becoming involved in hands-on and vicarious work experiences in occupational areas of interest to them. Through rotation in a variety of actual job sites for a duration of 6-8 weeks each, students have the ability to relate skills learned in school to

Phase III: Career Training refers to actual employment in the community in various business and industrial settings. Students in this level of the career education program has had some decisions for their future and are involved in acquiring occupational skills and knowledge for entry-level employment or further education. In this phase students sharpen general job seeking skills and experience the rigors of an actual job. They are regularly evaluated on appropriate work habits and behaviors, sufficient physical - manual skills, specific occupational skill, occupational aptitude, and adjustment to standards in the competitive labor market.
Students may have a variety of career training experiences determined by their individual interests and aptitude with constant support and follow-up provided by school staff.

Phase IV: Career Preparation or Implementation refers to either immediate work placement in the community or continuing career preparation through personnel training programs, trade union apprenticeship programs, private or state supported vocational schools, colleges and universities, the armed forces, or Vista and Peace Corps Programs.

PRE-VOCATIONAL ASSESSMENT PROGRAM CRITERION

The Pre-Vocational Assessment Program provides handicapped students with an opportunity to determine their vocational potential by assessing specific and general skills and abilities, aptitudes and interests, personality and temperaments, values and attitudes, motivation and needs, and physical capabilities and work tolerance. The Pre-Vocational Assessment Program will determine a student's vocational potential by assessing employability skills and job performance related to occupational areas.

I. The following priority groups will be considered first for referral to the pre-vocational assessment program:

   A. Age appropriate 9th graders who are 15 1/2 years or older and/or 9th grade repeaters.

   B. Self-Contained Moderate students.

   C. Intensive Self-Contained Behavioral Students.

II. Prior to placement in vocational classes and/or vocational training, a student must be referred for a pre-vocational assessment.

III. A Pre-Vocational Assessment is mandatory if a student has a pre-vocational goal.

INDIVIDUALIZED VOCATIONAL TRAINING

PRE-VOCATIONAL OBJECTIVES

Level I	Methods/Activities
1. Develop vocational traits.	Worksheets, class discussions, simulation, worksite, "Vocational Traits" checklist.
2. Learn correct and safe use of hand tools.	MIND Corp.
3. Identify vocational interests.	Checklists, exploratory experiences, personal and social needs, films, job simulation, workbooks.
4. Determine motivation for work.	
5. Explore vocational interests and abilities.	In-school job training sites, books, magazines, field trips.
6. Develop home maintenance skills.	Hands on activities in the classroom.
Level II	
1. Practical application of hand tools. Introduction of power and/or more advanced tools.	Through small group and individualized hands on activity, instruction including small engine repair, woodworking, and printing.
2. Develop measuring skills.	
3. Determine vocational potential. (decision making skills)	In-school job training sites, role play, field trips, guest speakers.
Level III	
1. Develop specific skills necessary for success in Industrial Arts or Vocational classes.	Work independently on wood projects, printing press, small engine repairs, and other projects.
2. Develop skills necessary for success on vocational worksites, and/or job placement.	

DANBURY HIGH SCHOOL
SPECIAL EDUCATION VOCATIONAL PROGRAM DESCRIPTION

The Special Education Vocational Training Program provides students with the opportunities to acquire proper job attitudes, behaviors, and vocational skills that will help them to obtain employment upon graduation from high school.

A pre-vocational evaluation is the first step before a Planning and Placement Team considers a student for the Vocational Training Program. The pre-vocational evaluation will help the student, parents and staff determine the most appropriate individualized vocational goal. The Special Education Vocational Consultant at the high school will be contacted. The student must complete an application for participation in the program. The application will be reviewed by a Screening Committee consisting of the Individual Vocational Education Teacher, Pre-Vocational Evaluator, and the Special Education Vocational Consultant. The Screening Committee will determine the most appropriate site for the student. The student must interview with the vocational site supervisor and meet the criteria for the particular vocational training site. If the student is accepted at the vocational site then the Individualized Vocational Educational plan is written. The first two (2) weeks of participation by the student at the vocational site is a trial period, during which the student's attitudes, behaviors, and performance are evaluated by the vocational site supervisor. Students in the program receive a dollar an hour stipend and a maximum of ten (10) credits towards graduation. Credits received are based on the amount of time spent in the program during the school year.

PROGRAM GOALS

The student will:

1. Acquire an ability to work independently.
2. Acquire an awareness of occupational interests and abilities.
3. Acquire language skills necessary for performing job tasks.
4. Acquire proper job attitudes.
5. Acquire proper job behaviors.
6. Acquire job entry level vocational skills.

CRITERIA FOR ENTRANCE INTO THE VOCATIONAL TRAINING PROGRAM

1. The student must be in at least the 9th grade.
2. The student must have a clean and neat appearance.
3. The student must attend school daily.
4. The student must complete and submit an application obtained from the Special Education Vocational Consultant.
5. The student must tour the vocational site.
6. The student must be interviewed by the vocational supervising teacher and other personnel at the training site.
7. The student must complete a two (2) week evaluation period at the vocational training site.

SPECIAL EDUCATION VOCATIONAL PROGRAM DESCRIPTION

VOCATIONAL TRAINING SITES

THE BARDEN CORPORATION

The Barden Corporation manufactures miniature and accessory bearings, the bearings are all produced in strict dimensional specifications. Major customers utilizing Barden products include manufacturers of computer and business machines, guidance systems for aircraft, aircraft engines, missiles, ships and submarines, x-ray machines, high speed cameras, dental drills and textile fiber processing equipment.

There are presently four (4) departments that are available to students of the Vocational Program.

1. PACKAGING: Students are required to assemble boxes and put the final product into the container. Fine motor coordination is necessary in order for the student to be successful.

2. CAGING: Students are required to assemble the ballbearing by placing the balls in between the inner and outer rings. Fine motor coordination is necessary.

3. CLASSIFICATION: Students are required to place inner and outer rings on a gauge in order to determine the size of the ring. Knowledge of decimals and rounding numbers is required for this job placement.

4. GRINDING: Students are required to polish inner and outer rings by placing them in a machine. This process requires adequate gross-motor coordination skills which allows for measured success.

Each department has a trainer who teaches the students specific vocational skills and helps the students develop job attitudes.

DAVIS AND GECK

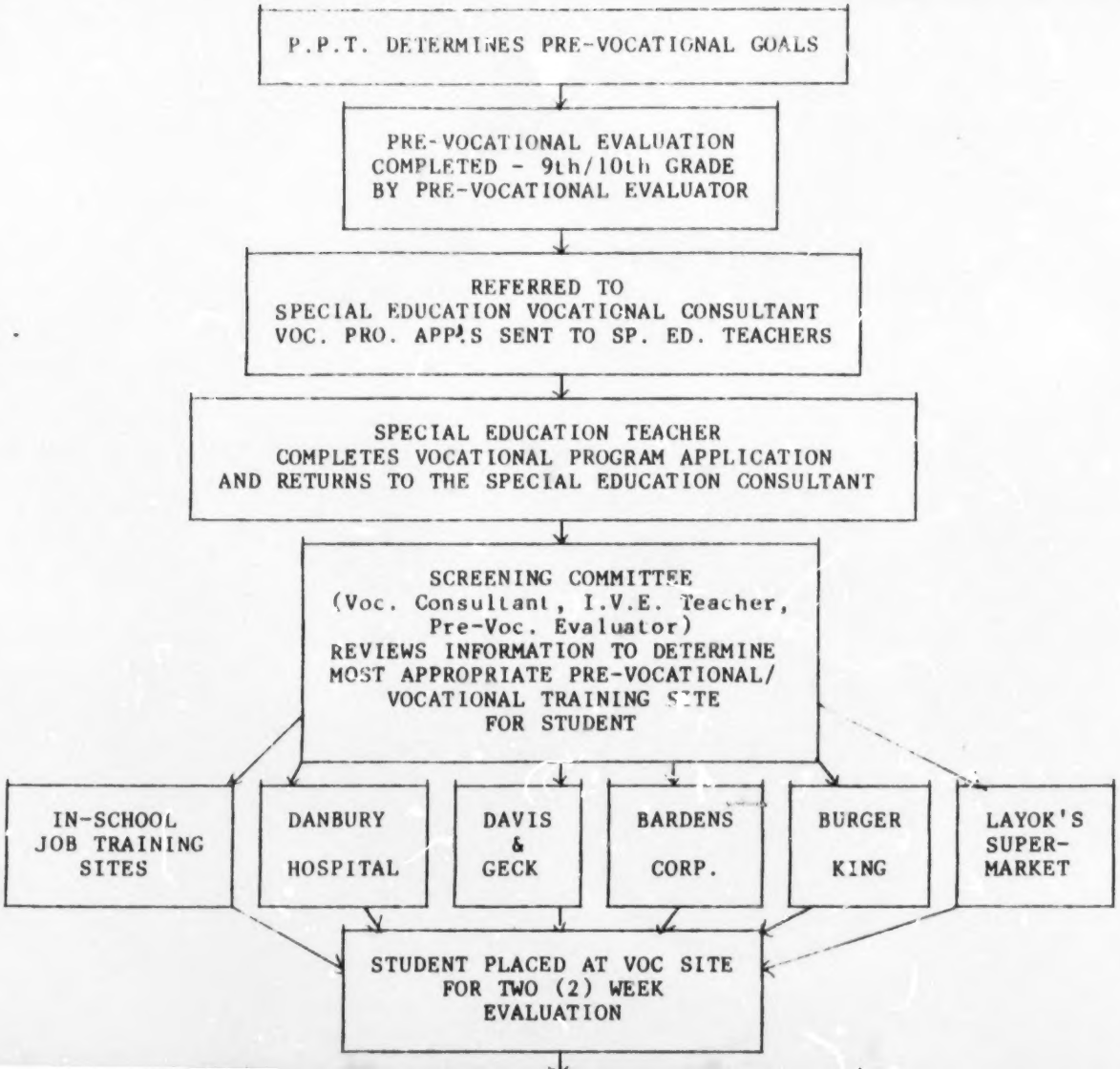
Davis and Geck, a division of the American Cyanamid Company, is mainly involved in the research, development, testing, manufacturing, and marketing of sutures. The Vocational Program at Davis and Geck gives students the opportunity to acquire clerical and office type skills. There are presently five (5) departments that are available to students of the Vocational Program.

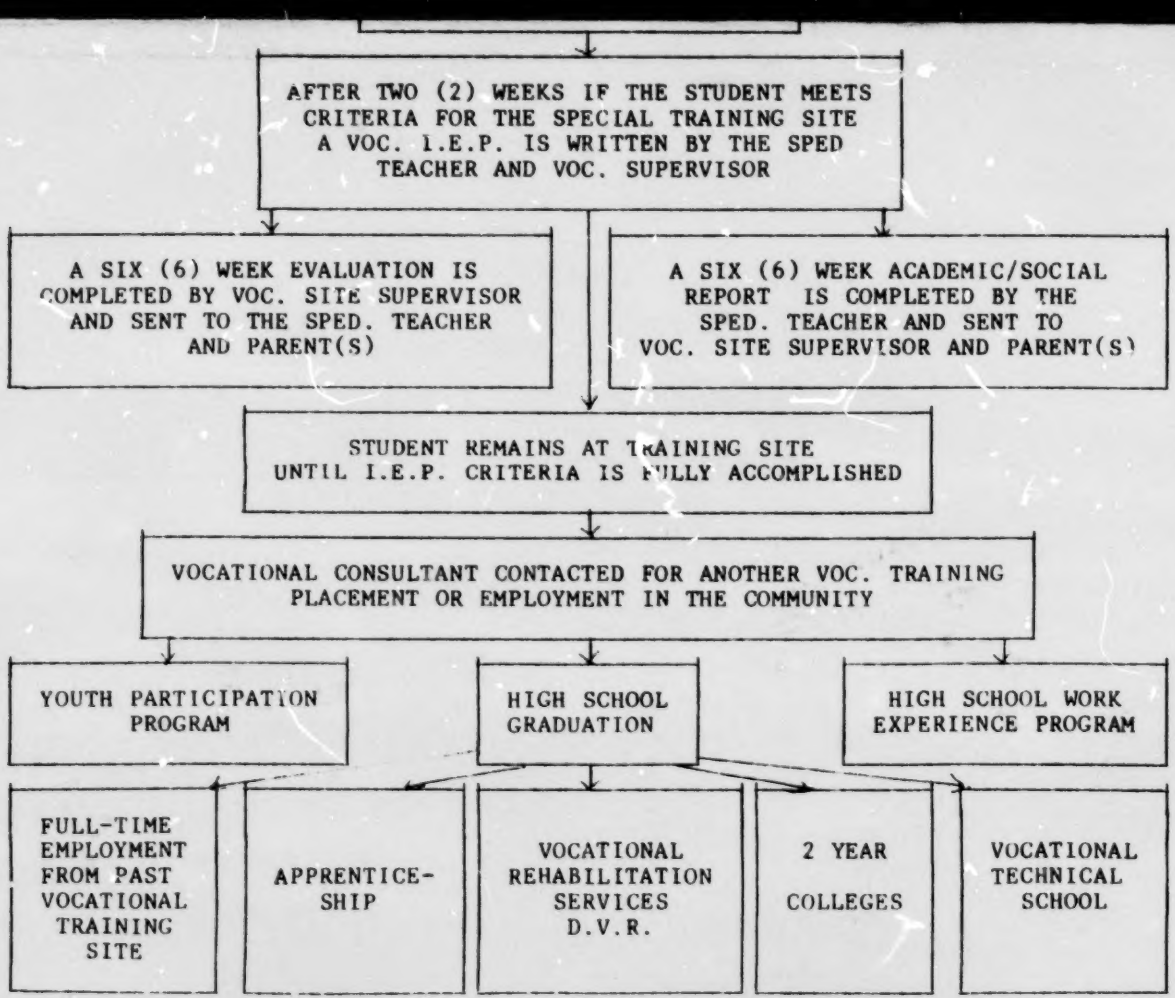
1. CUSTOMER SERVICE DEPARTMENT: Students develop skills in the areas of filing, alphabetizing, numerical organization, using an adding machine, sorting, xeroxing and word processing.

2. KEYPUNCH DEPARTMENT: The student will develop skills in keypunching.

3. ACCOUNTING DEPARTMENT: The student will develop skills in filing, both alphabetizing and numerical, learn the use of a micro-film machine, adding machine, and computing sales tax and checking bills.

4. OFFICE SERVICES: The student will develop skills in learning how to operate a xerox machine, sorting and numerical filing, and learn to operate an address-o-gram machine and an off-set print machine.


P.P.T. DETERMINES PRE-VOCATIONAL GOALS
PRE-VOCATIONAL EVALUATION COMPLETED - 9th/10th GRADE BY PRE-VOCATIONAL EVALUATOR
REFERRED TO SPECIAL EDUCATION VOCATIONAL CONSULTANT VOC. PRO. APP'S SENT TO SP. ED. TEACHERS
SPECIAL EDUCATION TEACHER COMPLETES VOCATIONAL PROGRAM APPLICATION AND RETURNS TO THE SPECIAL EDUCATION CONSULTANT
SCREENING COMMITTEE (Voc. Consultant, I.V.E. Teacher, Pre-Voc. Evaluator) REVIEWS INFORMATION TO DETERMINE MOST APPROPRIATE PRE-VOCATIONAL/ VOCATIONAL TRAINING SITE FOR STUDENT
IN-SCHOOL JOB TRAINING SITES
DANBURY HOSPITAL
DAVIS & GECK
BARDENS CORP.
BURGER KING
LAYOK'S SUPER-MARKET
STUDENT PLACED AT VOC SITE FOR TWO (2) WEEK EVALUATION


AFTER TWO (2) WEEKS IF THE STUDENT MEETS CRITERIA FOR THE SPECIAL TRAINING SITE A VOC. I.E.P. IS WRITTEN BY THE SPED TEACHER AND VOC. SUPERVISOR
A SIX (6) WEEK EVALUATION IS COMPLETED BY VOC. SITE SUPERVISOR AND SENT TO THE SPED. TEACHER AND PARENT(S)
A SIX (6) WEEK ACADEMIC/SOCIAL REPORT IS COMPLETED BY THE SPED. TEACHER AND SENT TO VOC. SITE SUPERVISOR AND PARENT(S)
STUDENT REMAINS AT TRAINING SITE UNTIL I.E.P. CRITERIA IS FULLY ACCOMPLISHED
VOCATIONAL CONSULTANT CONTACTED FOR ANOTHER VOC. TRAINING PLACEMENT OR EMPLOYMENT IN THE COMMUNITY
YOUTH PARTICIPATION PROGRAM
HIGH SCHOOL GRADUATION
HIGH SCHOOL WORK EXPERIENCE PROGRAM
FULL-TIME EMPLOYMENT FROM PAST VOCATIONAL TRAINING SITE
APPRENTICE-SHIP
VOCATIONAL REHABILITATION SERVICES D.V.R.
2 YEAR COLLEGES
VOCATIONAL TECHNICAL SCHOOL

5. ENGINEERING DEPARTMENT: The student will develop skills in learning how to make copies and prints of drawings, filing, both alphabetized and numerical, folding, stamping and some drawing to scale.

Each department has a trainer who teaches the students specific vocational skills and helps the students develop job attitudes.

BURGER KING

The Burger King experience will provide students an opportunity to see and work within a fast-food service restaurant. In this often demanding setting, students will be required to meet consumer needs for such well known items as Whoppers, Bacon-Double Cheesebergers, Fries and Cokes. Auditory and manual dexterity skills are stressed. The supervising teacher, as well as a teacher trainer, provide good individualized programming so that students gain the confidence needed to work more independently at each of four (4) different job stations.

DANBURY HOSPITAL

The Danbury Hospital vocational site is a daily well structured work environment comprised of two (2) work shifts which operate from 9:00 a.m. - 11:00 a.m. and 12:00 p.m. - 2:00 p.m. Monday through Friday. The students are provided with one-to-one instruction with a hospital employee. Students develop vocational skills in the work areas of the Dietary Department, Housekeeping Department, Laundry Department, Physical Therapy, Pharmacy, Radiology, Health Science Library and Business Office. The students periodically change jobs depending on their skill level and individual job preferences.

In addition to meeting the general entrance criteria for the vocational training placement; Danbury Hospital Administrators will review each student's academic and health folders in order to determine the students eligibility for working at the hospital.

LAYOKS I.G.A.

Layoks is a family owned and operated retail grocery business. Students involved in this program will develop a variety of vocational skills in the retail grocery store business. Experienced trainers will expose the students to tasks associated with the daily operation of a grocery store through hands-on experience. The student will be provided with the opportunity to reach marketable employment skills in the following areas: (1) Stock Clerk (grocery, dairy); (2) Cashier; (3) Deli-counter work; (4) Produce; (5) Meat Department

JOB PLACEMENT

Upon completion of the Vocational Training Program, students will be assisted in obtaining appropriate employment in the community with the assistance of the Vocational Consultant.

INDIVIDUALIZED VOCATIONAL TEACHER

I. ROLES AND RESPONSIBILITIES:

a. Provide direct instruction to Special Education students in the Individualized Vocational Educational Class.

b. Provide pre-vocational assessments, when appropriate, utilizing specific pre-vocational assessment tools.

c. Develop, coordinate and supervise all Job Training Sites in the High School for Special Education students.

d. Serve on a Job/Vocational Training Site Committee with the Vocational Education Consultant and the Pre-Vocational Evaluator to review student applications and coordinate the selection and placement of students into the Job/Vocational Training Program.

PRE-VOCATIONAL EVALUATOR

I. ROLES AND RESPONSIBILITIES:

a. Administrate Pre-Vocational Evaluation Assessments to Special Education students.
b. Interpret Pre-Vocational Assessment information through a written report.
c. Share evaluation results with student, parents, teachers, counselors and community agencies when appropriate.
d. Provide career counseling to students and parents when appropriate.
e. Serve on a screening committee to coordinate, select and place Special Education students in Job/Vocational Training Programs in the school and community.
f. Serve as a liaison to the Department of Vocational Rehabilitation Counselor when a student is referred for services. All D.V.R. referrals would be processed through the Pre-Vocational Evaluator.

II. PRE-VOCATIONAL REFERRAL PROCESS

a. Pre-Vocational referral initiated at the Planning and Placement Team meeting.
b. I.E.P. goal written to reflect need for Pre-Vocational Assessment.
c. Pre-Vocational Assessment Parent Consent signed by parent giving permission for pre-vocational evaluation to be completed.
d. Parent given Pre-Vocational Evaluation Information Sheet describing the purpose of the evaluations and types of assessment tools that will be administered.
e. Pre-Vocational Evaluator notified that student has been referred for a Pre-Vocational Assessment.
f. Letter sent to parent by Pre-Vocational Evaluator informing parents that the evaluation will be administered and information will be shared upon completion of the testing.
g. Educational, medical and psychological information will be gathered from the student's cumulative folder.
h. Pre-Vocational Evaluator contacts Special Education teacher to arrange testing schedule for the student.
i. The first Pre-Vocational Evaluation appointment - the Special Education teacher will accompany the student to the Vocational Evaluators room.
j. Student orientation to assessment and interview.
k. Pre-Vocational Evaluator completes testing and writes report.
l. Parent contacted (letter) explaining that the evaluation has been completed. Carbon copies of the letter must be sent to the Counselor, Special Education Teacher, Vocational Consultant.
m. Memo sent to appropriate staff alerting them that the evaluation has been completed and that the Vocational Evaluator would like to meet and discuss results if needed.
n. Special Education teacher should invite the Vocational Evaluator to the Annual Review P.P.T. if appropriate.

VOCATIONAL CONSULTANT

I. ROLES AND RESPONSIBILITIES

A. Provide direct instructional service/indirect service to students in vocational classes (Auto, Machines, Foods) when appropriate.

B. Consult with Self-Contained Moderate teachers who submit mainstream proposals for students they are considering to mainstream into Industrial Arts, Home Economics, Business Courses and Child Development Class.

C. Coordinate the placement of students into the Job/Vocational Training Program.

D. Locate employment for students who have met the criteria of the Vocational I.E.P. Goals.

II. PROCEDURES FOR MAINSTREAMING SELF-CONTAINED MODERATE STUDENTS INTO INDUSTRIAL ARTS, HOME ECONOMICS, BUSINESS COURSES AND CHILD DEVELOPMENT CLASS

A. Special Education teacher completes mainstream proposal and submits to Vocational Consultant. If mainstream proposal is approved the student is placed in appropriate class by special education teacher. The special education teacher will monitor the student in these classes.

B. If there is a question or concern whether the student is not able to meet the academic and/or social requirements of the course other options will be explored.

a. Vocational Evaluation.
b. Individualized Vocational Education Class.
c. Placement in job site in the High School.
d. If any special curriculum modifications are needed in these classes the special eduction teacher will contact the Vocational Consultant.

III. JOB/VOCATIONAL PROGRAM

A. Special Education teacher will sumbit an application to a screening committee which will determine the most appropriate Job/Vocational Training Site for the student.

B. The student must meet the criteria for the particular Job/Vocational Training Site.

C. After placement at the Job/Vocational Training Site the special education teacher and Job/Vocational Supervisor meet and develop specific short-term vocational objectives to meet the vocational goal in the I.E.P.

D. Quarterly reports are written and shared between the special education classroom teacher and the Job/Vocational Supervisor.

E. If the student is not able to succeed at the Job/Vocational Site the Vocational Consultant will be contacted by the Job/Vocational Supervisor to assist.